

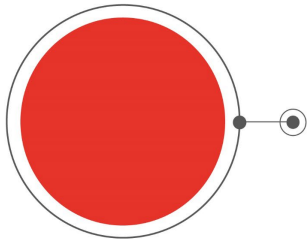
The Patron's Accreditation and Compliance Report

Summary Report

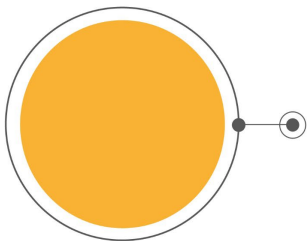
GEMS Wellington International School, Dubai
21-25 November 2022



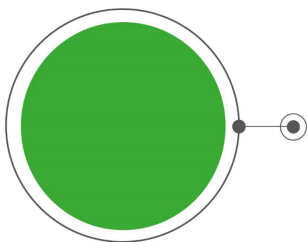
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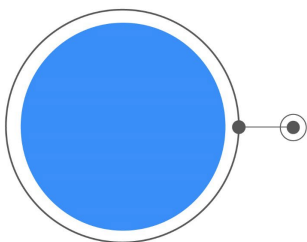
Evidence is insufficient to meet the standard



Evidence is currently below expectations



Evidence supports the standard



Commendation



Evidence provides example of COBIS best practice

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COMPLIANCE OVERVIEW




GEMS Wellington International School, Dubai is compliant with all of the standards set forth by The Council of British International Schools that enable it to be a member of the organisation.

STANDARD	STATUS
1.0 SAFEGUARDING AND SAFER RECRUITMENT	
The school places a high priority on the safeguarding of students and staff, including child protection, and the safe recruitment of appropriately qualified and experienced staff.	
1A STANDARD <i>The school recruitment process is fair, thorough and transparent and applies to all appointments consistently</i>	
1B STANDARD <i>All staff within the school including volunteers and supply staff meet high standards of child protection and the safeguarding of students</i>	

STANDARD	STATUS
2.0 STUDENT WELFARE	
The school provides a safe and supportive environment for all young people.	
2A STANDARD <i>The school provides a pastoral structure that meets the needs of all students and promotes their personal development</i>	
2B STANDARD <i>The school has provision for the physical and mental health, and safe supervision, of all students to allow them to flourish in the school environment</i>	
2C STANDARD <i>The school ensures that through positive behaviour management students are supported in their learning and safety</i>	
2D STANDARD <i>The school ensures that off-site activities are appropriate and safe</i>	

STANDARD	STATUS
3.0 FACILITIES	
<p>The school provides all students with access to an environment conducive to learning and that keeps them safe.</p>	
<p>3A STANDARD</p> <p><i>Accommodation supports the learning needs of all students</i></p>	
<p>3B STANDARD</p> <p><i>The site provides a secure environment for students, staff and visitors</i></p>	
<p>3C STANDARD</p> <p><i>The fabric of the school provides an effective and safe working environment</i></p>	
<p>3D STANDARD</p> <p><i>Overall facilities meet the needs of all students, including those with additional educational needs and/or a physical disability</i></p>	

STANDARD	STATUS
4.0 GOVERNANCE	
The school's governors work to support students and to provide strategic direction for the school.	
4A STANDARD <i>All governors / proprietors meet all the requirements for adults with access to young people reinforcing the importance of safeguarding within the school</i>	
4B STANDARD <i>Measures are in place for governors to register interests and to manage any conflicts of interest</i>	
4C STANDARD <i>There are written procedures / protocols for the remit of the work of the governing body</i>	
4D STANDARD <i>There is appropriate support for new governors</i>	
4E STANDARD <i>Governors have a commitment to their own training and development</i>	
4F STANDARD <i>The governors provide records of meetings and decisions which show evidence of active and committed governance</i> <i>The profiles and contact details for the governors are available to parents along with key policies</i>	

STANDARD	STATUS
5.0 ETHOS AND VALUES	
The school has an evident British educational ethos, is outward-looking and promotes international mindedness.	
5A STANDARD <i>British educational ethos and values are at the heart of a holistic approach to learning and to the development of learner qualities</i>	
5B STANDARD <i>The school has an outward-looking perspective promoting its values via a wide curriculum and through opportunities to develop awareness of other cultures and global issues as far as this is permissible within the host country</i>	
5C STANDARD <i>The school teaches the majority of subjects through the medium of English</i>	

OVERVIEW OF ACCREDITATION STANDARDS

STANDARD

7.0 LEARNING AND TEACHING

The school recognises that their core business is teaching and that the quality of this helps to define the school. The school celebrates and supports the development of high-quality learning and teaching for all students and encourages positive attitudes to learning.

Commendations

WIS is to be commended for:

- the breadth of curriculum provision at all levels, which caters for individual student aspirations
- the quality of relationships between staff and students which promotes enthusiasm and engagement in learning
- the students' high level of motivation and their willingness to take responsibility for their own learning behaviour

A broad and balanced curriculum is offered, based on the English National Curriculum and the IB, alongside the Islamic, Arabic and Moral Education requirements in the United Arab Emirates.

WIS provides a highly effective Early Years learning environment. Children and teachers work collaboratively through play-based, engaging learning opportunities. Floppy's Phonics has recently been incorporated throughout. Outdoor Learning is used effectively: the two large outdoor spaces offer numerous

possibilities for child-directed learning.

In the primary school, staff build on the solid foundations of the Early Years, through a balance of exploration and focused, instructional learning. Entrepreneurship and robotics are essential elements of the enhanced curriculum. Throughout the school, the displays in the corridors and open spaces reflect these creative and innovative approaches.

The school offers a wide variety of options at GCSE and BTEC level, recognising that every student is unique. There is flexibility in the curriculum at most levels in the school and students with specific needs have access to a more tailored provision.

The post 16 curriculum follows the IB Diploma and CP programmes. The range of subjects and the small group sizes allow positive interaction between students and their teachers. This provision is complemented by a comprehensive programme of higher education guidance.

WIS has adopted High Performance Learning (HPL), using the research-based approach to build cognitive competencies and skills such as critical thinking and collaborative learning. It has been successful in fostering a high performance mindset and in being accredited an HPL World Class School.

Teaching consistently encourages students to make progress. Teachers themselves clearly enjoy being in the classrooms and the atmosphere is one of energy and enthusiasm. Students are articulate about their learning and can explain what they are doing. The learning support assistants provide positive support for EAL and SEND students.

In the FS and primary school, students most commonly use the words 'fun' and 'exciting' to describe their learning. Well-structured lessons build on previous work, with a balance of teacher-led activities, open tasks and child-directed exploration of topics. The pace and momentum of lessons are maintained throughout.

Teachers have high expectations and in almost all lessons provide students with a high level of challenge. Lesson objectives are well explained and effective differentiation seen across all age groups. In a few lessons it is less obvious. In most lessons probing questions draw a reflective response and students are

keen to contribute to discussions, though in a few lessons brief answers are accepted.

In the secondary school strong examination results, despite the disruption of the pandemic, are indicative of students' progress. Teachers have confident knowledge of their subject areas and students are well accustomed to collaborating in paired and group activities.

The Post-16 provision exhibits the IB approaches to teaching and facilitates independence, with students taking responsibility for their own learning journey and demonstrating their research skills. They frequently engage in debating topics at a standard already at university level.

The school has a rigorous framework for monitoring the quality of teaching, known as the Monitoring, Evaluation, Review (MER) process. This emphasises individual reflective practice and a culture of 'healthy conversations'. It is supported by clear line management structures, which both build leadership capacity and allow for coaching support for teachers where necessary.

The Growth, Perform, Succeed (GPS) approach to performance management promotes a culture of self-improvement. Teachers use Padlet to record their professional learning activities. There are obvious aspirations for outstanding practice and also recognition that there needs to be consistency in monitoring. The Skills Share sessions, where staff learn from the recognised excellent practice of their colleagues, are much appreciated.

The WIS leadership teams are 'out and about' and approachable by staff throughout the school day. The numerous informal conversations that take place in corridors and playgrounds give them a very useful perspective on the strengths and areas for development in teaching and learning.

WIS conducts a wide range of internationally recognised external assessments at appropriate age levels. All outcomes are carefully analysed so that areas for improvement can be identified at a strategic level and action plans drawn up for individual departments and students. The school meets the needs of all those requiring additional interventions through the skilful Learning Support and EAL teams.

Formal assessment procedures are detailed in the school's Assessment Policy. In the FS there is an expectation that all children should achieve or exceed the Early Learning Goals (ELG) by the end of FS2. The assessment model then applied up to year 9 uses the terminology of Emerging, Developing, Secure, Secure+ and Mastery in its reporting. Formal GCSE grading is used in years 10-11 and individual target grades derived from these. Secondary students are also profiled using PASS assessments.

Students comment that they understand their marking and feel confident to ask questions. Marking and feedback are largely purposeful and up to date but there remains some inconsistency between subjects. In the majority of lessons students are systematically given Action, Improve, Reflect (AIR) time and are able to articulate their thinking.

Assessment practice at Post-16 level is a strength of the school. Staff and students are knowledgeable about the IB grade descriptors and assignments are designed to align with these, so that reliable progress data is obtained. Lessons with smaller groups have a 'tutorial' atmosphere, where students evaluate their own and others' work and give reasoned judgements. Interactions with staff are conversational rather than didactic.

One of the key strengths of the school are the strong, positive relationships between staff and students: mutual respect is evident at all times. Students are enthusiastic, courteous, hard-working and willing to listen to their teachers and their peers. They state that they feel safe and supported within the classroom and that behaviour around the school is generally excellent, commenting that the teaching and learning at WIS is 'challenging and inspiring'. Parents and teachers speak as positively as students about behaviour and attitudes to learning.

STANDARD
<h2>8.0 LEADERSHIP IN THE SCHOOL</h2> <p>The high quality of leadership, at all levels and different areas, guided by the educational ethos and values of the institution, creates the conditions in which students, staff and the school can thrive and develop.</p> <h3>Beacon Status</h3> <p>WIS is to be congratulated on the award of Beacon status for the quality of leadership and is commended for:</p> <ul style="list-style-type: none"> the commitment of the senior leadership and the measures taken by them to ensure both student and staff well-being the effective channels of communication which ensure that the school's vision, values and Development Plan are articulated and understood by all stakeholders the senior leadership's development of an individualised and innovative approach to performance management that promotes staff engagement in self-improvement the leadership team's creation of opportunities for student leaders to flourish and their responsiveness to student initiatives the way student leadership teams have both seized the opportunities the school provides and taken the initiative to ensure that their voices have a material impact on the school culture <p>The well-being of all stakeholders is a high priority for the school and the commitment to well-being permeates every level of leadership, including student leadership through its well-being ambassadors. WIS has put in place a range of initiatives aimed at improving well-being for all in a post pandemic world.</p>

There has been a structural leadership change. Overall pastoral provision is now managed by the Student Culture and Experience Team (SCE), which has clarified roles and responsibilities. Staff clearly understand who they needed to speak to regarding pastoral issues. Parental surveys also show that there is an improved understanding of the lines of communication. Over 200 students applied to become well-being ambassadors, launching such initiatives as the yellow 'buddy benches'.

The school uses the GL PASS survey to collect data relating to student well-being. It has also introduced the bi-weekly Grow Well curriculum. WIS operates a 'right person for the child' approach, building flexibility into the system to meet the needs of individual students.

There are also numerous initiatives which focus on staff well-being. For example, the school provides one free lunch each month and hosts barbeques and end of term parties. It also runs the 'Wellington Cup' of community activities, such as the staff vs parents sports matches. The WIS Well-fair was well received by staff new to the school, helping them to appreciate what the local area has to offer.

Although there is no single person responsible for staff well-being, staff clearly know who to go to if they need support, including the counsellors. Staff meetings often start with a question on well-being. The leadership team has made a 'well-being promise' in response to the recommendations of the Compliance visit.

Throughout the year there are also opportunities for parents to learn about the importance of well-being and how they can better support their child. The school has access to external agencies when deemed appropriate.

There is a commitment from leadership at all levels to enrich the educational experience of the students, seen explicitly in the investment in staff professional development in order to meet the aim of a high-performance culture. This is in line with the latest research which dictates that improving a teacher's practice is the best way to improve the educational experience and outcomes for students.

There are many practical opportunities for staff to engage in professional learning. The Schools, Students and Teachers Network (SSAT) allows them to follow the Aspiring Lead Practitioner training. Others are built into the school calendar, such as 'WIS Without Walls', master classes (short videos) and 'Skills Share' workshops. The school is underpinned by HPL and has several trained HPL teachers and coaches.

WIS also demonstrates its commitment to enriching students' experience through its guidance programmes and curriculum flexibility. Students receive 1:1 advice about their GCSE and IB course selections and the school makes every effort to accommodate the aspirations of each student. The Post-16 team includes a dedicated Career Guidance Counsellor and students have a personal university mentor. At the end of Year 13, they can take part in the 'WIS Grand Prix', a four-week programme that aims to equip them with the life skills needed to succeed at university.

Parents are also actively engaged in improving students' learning experience. They are given many opportunities to speak with teachers and in the primary school on 'conference' days to review their children's folders. The school also organises webinars, regular workshops and focus groups for all year groups that are aimed at engaging parents in their child's learning.

WIS sees its mission as 'Success for all as Lifelong Learners', a mission based on a culture of high performance learning. Many members of the senior and middle leadership teams have been internally promoted in recognition of their substantial contributions to students' learning. The School Development Plan (SDP) offers clear strategic direction and is shared with the community in a variety of ways.

A version of the SDP is created for all stakeholders, ensuring that it is cascaded down through the action plans that each responsibility post holder must complete. These ensure that all staff are working towards the same vision. The vision is also tacit in the positive interactions between members of the school community.

The MER quality assurance process ensures that progression towards the vision is monitored as part of the drive to a high performance culture. Clear line management structures define

school improvement priorities at the strategic level while giving middle leaders the autonomy and responsibility to identify their own areas of development. This approach builds capacity and agency within the middle leadership.

Newly appointed staff have a week's induction during which they are introduced to the vision of the school via, for example, training on HPL, the use of data and safeguarding. They are very clear about the vision and the expectations the school has of them.

Student leadership, and the impact of student voice on learning and school culture is a great strength of the school. WIS has prioritised student leadership and has created the conditions for it to flourish in a way that goes beyond the superficial.

There are numerous student leadership positions that each attract large numbers of many applicants. The primary school house captains make the 'school more active' by helping to organise sports day. The Student Council has highlighted litter as a problem and the introduction of litter monitors is imminent. The well-being ambassadors are placing flower pots around school to 'make people happy'.

The upper school student leaders are very positive about the material impact they have made, including, for example, the lengthening of break times. The Post-16 students themselves decided to redefine the job description for prefects in a bid to bridge perceived leadership gaps.

Student agency can be seen in areas as diverse as the organisation of anti-bullying week, the art piece being designed to represent wellbeing at WIS, themed days and the setting up of a successful debating club. Students know who to go to if they want to share ideas. These are never met with a flat 'no' but rather with an email asking to 'meet for a chat' where 'middle ground' is found.

STANDARD
<p>9.0 COMMUNICATION</p> <p>The school communicates effectively with parents to keep them informed and to support the progress of their children. Parents have the opportunity to be actively engaged in the life of the school.</p> <p><i>Commendations</i></p> <p><i>WIS is to be commended for:</i></p> <ul style="list-style-type: none"> • The value of the GEMS CONNECT application in providing parents with a wide range of accurate and updated information • the quality of reporting and the regular updating of curriculum information for parents which enables them to support their children's learning • the comprehensive contact information for parents so that they can raise any concerns with the school and, in return, receive a rapid and helpful response • the collaborative work of the school leadership and admissions department in ensuring a warm welcome and positive induction of new families <p>Parents are clearly able to articulate the WIS Mission as 'Success for All as Lifelong Learners' and see this as of particular relevance to an all-age school. They are also familiar with the main aspects of the three-year vision. The admissions materials state emphatically that WIS aims to be a culturally diverse school and this is reflected in part by its 90+ nationalities.</p>

Parents are also aware of the priority the school is now giving to the well-being of all members of the WIS community. The Grow Well curriculum covers such key areas as self-awareness and social awareness. Student leaders are planning a range of awareness-raising and practical well-being activities for the remainder of this year. All illustrate that the ethos and culture of WIS is a dynamic one and reflects the issues faced by schools and society.

The quantity and quality of news parents receive has been much improved with the introduction of the 'one-stop' GEMS CONNECT application, covering for example curriculum information, class timetables and newsletters. They also appreciate the introduction of the SWAY platform which carries weekly news bulletins and updates. Parents very much appreciated the rapidity of communication during the pandemic lockdowns when urgency was essential.

WIS places a high priority on ensuring that parents are given the opportunity to understand more about their children's learning. Information sessions are regularly offered, for example, on digital literacy, GCSE core pathways, the sixth form and careers support. These are particularly helpful around the transition years.

Parents are very pleased with the way the school reports on their children's progress, both on outcomes and attitudes. For example, in each of years 7-11 there are specific curriculum and assessment booklets. There is also an annual calendar which lists the dates of both progress cards and full reports.

In addition to the practical information for all parents published on the website, each section of the school has a very detailed Parent Handbook. Each one includes photographs of the safeguarding team as well as the measures taken, such as different coloured lanyards, to ensure the safety of all on campus.

Each class from Year 7-13 also has a comprehensive list of parent contacts, with an email address for each one. The first section comprises the Student Culture and Experience team (SCE) and the second section lists all the Curriculum teams. Parents therefore have a very clear idea of whom they should

approach for both pastoral and curriculum matters.

Parents are greatly appreciative of the approachability of staff at all levels and the fact that raising any issue is therefore straightforward. Where this has been necessary, the responses have been helpful, prompt and effective. Recently arrived parents are particularly complimentary about the detailed information from the admissions department, which was instrumental in their decision to apply to the school. There is a wealth of information available to new families after admission, including a special website link, webinars, coffee mornings and induction presentations.

WIS prides itself on being a culturally diverse school: children are welcome to apply regardless of nationality, ethnicity or religion. They cannot be refused entry because of their SEND needs. The reputation of the school means that few places are currently available and parents are aware of this. The school website details very clearly the stages in the application process.

If students on admission are significantly below the expected language ability for their age, WIS has put in place a bespoke and modified curriculum for them.

A raft of key policies are easily available to parents on the school website. They include the GEMS safeguarding commitment statement, health and safety, inclusion, behaviour for learning and the complaints procedure.

STANDARD

10.0 EXTRA-CURRICULAR, ENRICHMENT AND ENGAGEMENT

The school offers a wide range of clubs and activities and charitable, community and global opportunities which exemplify and strengthen its educational ethos and values, promote good health and well-being and, through the active, ethical and purposeful engagement with the outside world, enriches learning and the development of learner and human qualities.

Commendations

WIS is to be commended for:

- the very extensive range of clubs and activities provided for students of all ages and the high level of enthusiasm with which they participate
- the opportunities provided for students, and for student leaders, to grow their understanding and engagement with global challenges and to develop as global citizens

The students comment that one of the things they most enjoy about the school is the very wide range of experiences beyond the classroom. The whole package of activities is affectionately known as the 'Triple E'. that is to 'Explore, Enrich, Excite'. WIS has worked hard to restore and expand the enrichment activities for all students as it emerges from the pandemic. Maximum use of space allows the maximum variety of activities.

WIS balances an inclusive sports ethos with the opportunity for students to be part of a competitive programme with other schools in Dubai (DASSA). There are also numerous links with local sports providers which allow them to follow their passion

outside school. All coaches recruited from external organisations must undergo the same safeguarding training as internal staff.

Inter-house Sports Days emphasise participation and staying healthy through multi-sports. Students also take part in the Dubai 30:30 initiative - 30 minutes exercise on each of 30 days – which test their fitness levels. WIS has appointed captains for each sport, who take their responsibilities very seriously.

The creative and performing arts are a real strength of the school. There is again a balance between showcase events and the more impromptu 'music morning' recitals. Whatever the standard, students appreciate the courage of their peers in performing. The whole school participates in 'mini musicals' to reinforce the inclusive nature of WIS.

There is also a range of activities that reflect the challenges of the academic curriculum. Corners in many year group corridors are devoted to STEAM and Innovation projects. Several year groups participate successfully in the Global Innovation Challenge and the popular robotics competitions demonstrate a very high level of student inventiveness.

WIS is strongly committed to the implementation of the UN Sustainable Development Goals agenda (SDG) and the Eco Club is one of the most popular in the school. Students organise a monthly SDG challenge and re-cycling activities, as well as 'Plogging' - a combination of litter picking and jogging. The school has been awarded the bronze EduCCate certificate for climate literacy. The Ecoventure camps are highly anticipated by the younger students.

There are several philanthropic opportunities for students, both local and international. One example is their work in Cambodia, where students have helped to construct the Lmo Korm Thmey school in a local community. Year 8-9 students last year were also able to work on local projects in the Tsavo area of Kenya, and a community and safari expedition to Tanzania is planned for later this year, helping to protect wildlife and their habitats.

A number of other international trips will be revived this year, such as the business visit to New York and performing arts visit to London. The UAE itself hosts numerous international events.

The World Expo was held in October 2021 and all students were taken over its duration to visit the various countries' pavilions. In December 2021 the UAE celebrated the 50 years Golden Jubilee, enabling students to learn more about the milestones along the journey to the union of the emirates.

Events taking place at WIS include World Book Day and International Day itself, a festival of food and culture from the 90 nationalities represented. Over 100 students are enrolled in the Duke of Edinburgh International Award and, together with the IB CAS students, are responsible for many aspects of community engagement, from leading their own service-learning committees to acting as scorers at the DP Golf.

All these activities are well-documented and illustrated in the student-driven production of each annual Yearbook.

